

THE

School Counselor

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The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

N. HARRY CAMP, JR., *Editor*
Director
Child Guidance Center
Cocoa, Florida

JACK SOMNY, *Business Manager*
Counselor, Westview Junior High School
1901 N.W. 127th Street
Miami, Florida

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Our President Writes

At a recent meeting Dr. Earl Kelly of Wayne University very graphically portrayed the "hordes of students" which descended on the secondary schools during the '40's and '50's, a fact which we are very familiar with, but added this significant statement: "The high schools were in trouble—and still are in trouble!"

The wide spread of ability now present in our school population, both in elementary and high schools, is certainly well known to counselors who are daily trying to meet the needs of widely differing individuals. Teachers have tried to meet this need by grouping within the classroom, especially at the elementary level. To some extent this has been met at the secondary level with "general," "commercial," or "vocational" courses.

A newspaper article with a dateline Ft. Dix, New Jersey, May 3rd, stated that "by army standards roughly 25 % of the nations young men are smart enough only to dig ditches, swab floors or polish pots and pans on kitchen police." While we may quarrel with the army regarding the exact percentage, we would not question the fact that many of these young men are limited by native endowment in the academic area and would have real difficulty in either the army or our present school program.

Our biggest problem is helping the general public to accept the fact of individual differences. While most parents will agree that babies are not expected to walk at the same time, nor are all children expected to grow at the same rate, there are some other facts that are not readily understood by them.

Maturation or readiness is not easily understood or accepted by some parents. Statements of "lack of readiness" are looked upon as an "excuse" for poor teaching. The word "average" has considerable meaning to a teacher or counselor, but is only vaguely understood by the general public. Such statements as "We want all our students to be above average," or the gasp of surprise when it is pointed out to adults that half of our population is below 100 I.Q. or "average" indicates a very definite lack of understanding of this term.

One more illustration: Even though some of our pupils are very low in verbal or numerical aptitude, too often parents insist that there is a minimum of skill in reading or computation that *all* students must have. This is usually above the potential of the student in question!

One of our main jobs as counselors, teachers or administrators is to bring to the attention of the general public the facts about individual differences. This will help to reduce the flow of criticism toward education. While we are doing this we also should be doing a great deal of research on the "needs" of our youth or plan a program to meet these needs.

Editorial

The nation is alarmed by the crime wave spreading across our country. It is particularly shocking because it involves more and more juveniles. The gravity of this problem is emphasized by recent statistics reported by J. Edgar Hoover regarding the growing percentage of youths involved in delinquency and crime. The gravity of this problem is emphasized by the activities being organized throughout the nation to plan for ways of dealing with this situation. Juvenile delinquency is to be one of the chief areas of concern in the Golden Anniversary White House Conference on Children and Youth to be held in Washington March 27 through April 2, 1960. Results of a nationwide survey indicates that 80 per cent of the states believe juvenile delinquency and its companion problems are its chief concern. At the conference, medical doctors, psychologists, psychiatrists, lawyers, educators, social workers, and representatives of every discipline and special interest field will sit down with laymen to investigate the needs of youth. They will endeavor to develop a series of recommendations that will aid in expanding the creative potential of youth while meeting their special problems.

Counselors need not wait for the results of the conference. As specialized personnel on-the-job in elementary and secondary schools throughout the country they share the responsibility of helping stem the tide of juvenile delinquency. They are in a unique position to assume leadership in this area. Through their insight into the symptoms and the causes of the problem and through their initiative, planning can be done with all interested community, state, and national groups and agencies. Parent discussion sessions are a possibility. Assiduous pursuance of guidance goals will aid in the prevention of much of the hostile acting-out behavior of our disturbed youth. Many of these boys and girls need to be helped to have success both educationally and socially. They need to find status and to know prestige in an acceptable peer group.

Counselors can do much in helping solve this problem. Now is the time to take stock. Are you doing everything you can to meet the needs of youth and their parents in your school?

Value Systems and the Therapeutic Interview

DAVID WAYNE SMITH

Professor of Education, University of Arizona, Tucson, Arizona

The Importance of Value Systems in Therapy

There seems to be a rather well defined, yet seldom discussed, need for counselors and guidance workers to devote considerable attention to the *value system* inter-play and conflict functioning within the boundaries of the therapeutic interview.

In play-backs of therapeutic interviews, for example, Rogers (3) recognized evidences of the value system of the individual. Such evidences seemed to appear in what the counselee perceived as "good" or "bad," "right" or "wrong," "satisfactory" or "unsatisfactory." Rogers indicated this aspect of therapy to be one not frequently discussed, and thus barely touched from a research point of view.

Definition

The *value system* of the individual is best described as a multifactor spiral or behavioral bias which molds and dominates the decision making power of the particular person. Various external forces are constantly influencing the developing value system of the individual, and include: cultural background, educational level, economic security, family's religion, social status, varying community forces, and family ties.

It has also been demonstrated that the innate nature of the individual will affect every phase of his behavior. Studies have shown adolescents, for example, to express great concern over such matters as underweight or overweight, physical stature, and appearance. (1)

What Are Values?

Values seem to depend for stability or instability on beliefs. Individual beliefs are of two origins: in reference to what is or was; and to what ought to be or ought to have been. The first of these is usually referred to as *facts*; the second as valuations, judgements, or opinions.

Individuals develop values according to the rules of conduct in a given society. These rules are most generally accepted to involve the two kinds of beliefs previously discussed. Because of the peculiar values of the people who make up our society, and the tendency for persons to be more uninformed, there is often a great deal of conflict existent in any given culture.

Human conduct is therefore occasionally illogical, causing individuals to make decisions based on uncritical thinking.

The Meanings and Functions of a Value System

A value system is often referred to as an interdependent, mutually adjusted, and consistent set of rules. This, of course, represents an ideal, and because of the crush of living amidst the complexities of culture, no rules of conduct of any actual culture have ever conformed exactly to this ideal. According to Smith, Stanley, and Shores, (4) the functions of the value system are: (1) It supplies the individual with a sense of purpose and direction; (2) It gives the group a common orientation and supplies the basis of individual action and of unified, collective action; (3) It serves as the basis of judging the behavior of individuals; (4) It enables the individual to know what to expect of others as well as how to conduct himself; and (5) It fixes the sense of right and wrong, fair and foul, desirable and undesirable, moral and immoral.

The value system serves these functions only to the degree that its rules are mutually adjusted and compatible. If new rules are introduced that are in direct contrast to the old ones, and a *conflict* is thereby evoked, future behavior may be marked by confusion and conflict.

Early in the therapeutic process the person is observed living largely by values he has introjected from others, from his personal cultural environment. Rogers (3) has given some examples of the values stated or implied by clients and has placed in parenthesis the source of these values.

"I should never be angry at anyone" (because my parents and church regard anger as wrong).

"I should always be a loving mother" (because any other attitude is unacceptable in my middle class group).

"I should be successful in my courses" (because my parents count on my success).

"I have no homosexual impulses, which is very bad" (according to our whole culture).

"I should be sexless" (because my mother seems to regard sex as wicked and out of place for any right-minded person).

"I should be completely casual about sex behavior" (because my sophisticated friends have this attitude).

Development of a *stable* system of values seems to depend largely on the kinds of choices the individual is able to make. The nature of these is also extremely important to the future adjustment of the person. This process can also be observed in therapeutic interviews, since "as therapy progresses, the client comes to realize the dimensions of the standards governing his behavior, reaching a point in the process where he can actually see the forces shaping his life." (3)

Value Systems and Security

Assessment of the individual's decision making ability reveals considerable reliance on that which will guarantee protection to his security. And, since persons tend to be most secure in what is most intimately theirs—such as body, ideas, and family—the expression of this security through the various roles one chooses to assume in a complex living situation could well reflect *clues* to the individual's value system.

These diverse personifications, functioning within the individual, also specify the virtues, feeling, attitudes, and personality traits proper to the particular value system. Rogers (3) has observed that as therapy progresses the client comes to realize that he has not been his real self; and tends to be less and less satisfied with his situation. Rogers has observed a period of apparent confusion and uncertainty wherein the client attempts to relinquish *introjected* values. Also, a certain sense of insecurity in having no basis for judging what is "good" or "bad," "right" or "wrong."

Implications for Counseling

Where the counselor seeks to control the introjection of his own value system into the therapeutic process, every reasonable attempt must be made to understand this phenomenon, and the needs and values promoting this kind of behavior. Thus, when the high school youngster announces to the counselor his plans to leave school in order to enter the armed forces, the counselor needs to exercise considerable caution in order to avoid a *fixed* response, since this decision could very well reflect a conflict between the values of the counselor and those of the counselee.

A Case in Point: The case of Larry seems to reflect, at least to some extent, the counselor's failure to consider the value system of the counselee. Larry had been referred to the counselor because of his apparent failure in commercial mathematics. The following was the counselor's summary of the interview with the boy.

Following a brief introductory exchange, Larry states he does not like Miss Bates, his mathematics teacher. She fails to put across the subject, and he blames his failure in math on the fact that he does not like her. In spite of this conflict with Miss Bates, Larry feels that he gets along all right with his other instructors.

Larry's scholastic record is not impressive. He has several grades of 5 (failure). His test scores of mental ability put him at about the 45th percentile. As to the future, he says he thinks he will attend the University. I doubt whether he has actually *thought* about it. There is little evidence to indicate this lad has given any thought at all to the future. When I asked him about possible alternative plans for his future, he was very vague. He stated he might try some kind of mechanical work. He is in the Naval Reserve and may enter the regular Navy.

When it was apparent that he had no definite ideas about entering the world of work, I asked him if he thought he could carry university level courses in light of his mediocre high school record. He stated that he hadn't thought about it, but supposed he should. When asked what his goals were in terms of college, he said he didn't know, and wondered if I had any suggestions. I asked him if he had looked at the University catalogue. When he replied that he had not, I advised him to look at the catalogue in order to see what interested him, and also told him he could get a personal copy, or find one in the school library.

I asked him what he would like to be doing five years hence provided everything went as he liked. To this question he was momentarily taken back, and it was obvious he had not looked that far into the future.

The unskillful handling of this interview reflects the counselor's tendency to assume a *judicial* attitude, not giving the counselee any responsibility to express his concepts, ideas, and feelings. The counselor's failure to construct a *permissive* atmosphere was also a violation of a basic therapeutic principle.

Interpretation of human behavior can be based on three factors: *goal*, or what a person wants or intends to do; *confronting situation*, or what he will be likely to meet in proceeding toward the attainment of the goal; and *insight*, the way he sees or sizes up the situation which confronts him. A deeper appreciation of value system interplay and conflict seems to stem from a better understanding of the *cues* observed by the counselor in the behavioral process. Insight into the counselee's goal directed efforts depends largely upon the counselor's willingness to develop an empathetic feeling for the counselee's *plight*. The counselor must seek to construct an environment that will help the counselee to increase his self-percepts. The effect of such a climate might well lead to a more systematic release of the individual's perceptions in the satisfaction of his most pressing needs or goals. The counselee must not see a personal threat to his self-concept in the therapeutic interview.

Since individuals are known to respond to certain *cues* in the expressions of the feelings of others, in a therapeutic interview this principle will involve the counselor. In considering the needs and values which seasoned the high school youngster's decision to leave school in favor of the military service, the counselor must and often rather quickly, be able to explore alternative possibilities within the cognitive framework of the counselee's decision making powers. This will also be true in the case of the boy who thought his failure in mathematics stemmed from his dislike for the teacher.

The counselor's failure to consider the numerous feasible perceptual factors inherent in a counselee's decisions, increases all too often his tendency to accept the counselee's judgement only in so far as it seems to parallel his own. There would be greater evidences of this in those cases were the therapeutic process to extend beyond a single interview. Hypothetically,

then, as the counselee's problem takes on increased dimensions and becomes more complex, there is a corresponding need for the counselor to exert a good deal of caution in order to be able to more adequately handle the phenomenon of value system conflict and interplay.

In actual practice, many counselors fail to consider the power of their own *goal-directed* behavior to unduly influence the direction of the interview. Such practices minimize the chances for effective therapeutic counseling. Such blunders also run the risk of slanting the content of the counseling process to a point where it becomes *counselor-centered*, resulting in a loss of perspective.

Methods for Appraising Value Systems in Counselors

It might prove helpful were those engaged in the selection and training of counselors to find some method or technique for value system appraisal. The development of such devices might serve to increase the insight of both the selector and the selectee into the desirability of the prospective counselor continuing in training.

Checklists. In an attempt to determine types of errors most likely to be made by beginning counselors, Robinson (2) designed a checklist. Robinson discovered that the beginning counselor's biggest difficulty seems to be a tendency to take too much responsibility. Other ranking obstacles were: not giving the counselee responsibility; talking too much; asking too many questions; being judicial; being authoritarian; and engaging in too much structuring. Beginning counselors often "get involved," possibly feeling that it will be a reflection on their ability if they do not produce results.

Tape Recorder. Careful consideration should be given to the tape recorder and its value as a selection and training device. The assessment of the individual's concepts, ideas, and feelings during the course of the interview is extremely difficult, particularly to the unskilled counselor. A permanent taped record permits a review of the influences which shaped the decision-making powers of the individual during the course of the therapeutic interview. Rogers (3) has attested the merits of the tape recorder, and its use can be extremely valuable for class purposes. In the play-back of an interview, either with the trainee or the class, such factors as interplay, conflict, direction, dominance, and other reflections become rather apparent.

Use of the tape recorder as a training device has many additional advantages, and frequent users have expressed a good deal of satisfaction with its flexibility, adaptability, and all around good results. Recording tape is also rather inexpensive, durable, and can be used over and over again with little if any loss in quality.

Conclusions

The dearth of research and the failure of texts to adequately treat the subject of value system interplay and conflict, leaves much to be desired. Counselor trainers must seek to develop devices to assist them in the training of counselors to more adequately deal with the problem of conflict and interplay. Since there are no short-cut scales or superficial standardized tests available for assessing the person's value system, the guidance worker faces an extremely difficult task.

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Guidance in the Elementary School

ROBERT T. McGEE

Principal, Mesa School, Los Alamos, New Mexico

School counselors are acquainted with the general "principles of guidance." I shall avoid reiterating them now. During the past few years, there has been an increase in guidance activities at the elementary school level. This brings into focus the awareness that guidance does not begin one day in the secondary school when we decide either that someone ought or ought not to go to college or that some one else has a "problem."

My proposal is that if guidance activities are to be successful, they must begin in the elementary school. It is at the elementary school level that PREVENTATIVE GUIDANCE can be fulfilled. Preventative guidance implies the attitude by elementary school personnel that *little* needs can be fulfilled and *little* problems solved by being sensitive to the needs of children. When these needs are not fulfilled or these problems solved in the elementary school, they grow into serious emotional disturbances. I offer an outline of areas wherein a guidance program *must* function in the elementary school even though this program might be limited and possibly would not fulfill the requirements of a formalized guidance program.

Practically, we must face the fact that the basic concern in programming is personnel. We look forward to a goal of highly trained guidance people in every school, but currently we must hope to train and advise classroom teachers to do this job. This means that administrators must be guidance-minded in order that more than lip-service is paid to the term. Specifically, principals must lead and guide the interest of the classroom teachers. Even the simplest of programs must be clarified and directed or an inconsistency of approach and application is inevitable. The classroom teacher, therefore, is the most important member of the guidance staff. His or her training and ability will enable the basic job in guidance to be done. Long before guidance specialists outlined techniques, procedures, and special terminology, teachers were *practicing* them without discussion and comment. As in every real advancement in education, we are indebted to the classroom teacher for guidance techniques. Her understanding and love of children has made this possible.

Basic techniques at the elementary level are more simple and effective than we think. Some of them might sound conservative. Yet, I believe that if they are not present, a more organized and idealistic program cannot be achieved. Let me note some of them.

First, discipline. By this I mean that wholesome worthy type of behavior which we all acknowledge as basic to *any* learning situation—courtesy, good manners, and an attitude of trying. From this atmosphere grows the prime requisite of guidance—SELF RESPECT—and respect for others. This is what I like to call “expectancy behavior” and it permits a sense of security which may avoid further problems. This amounts to getting along with others.

Secondly, teaching methods are basic to guidance. Think of a calm just teacher who provides those extras of her own experience when she shares good ideas and reading. Is not the reading of a good story to one’s class a guidance technique? The standards and human identification in books like *Swiss Family Robison* or *Little Women* are obvious. In academic phases of the curriculum discussion and personal experience sharing among students is a common acceptable procedure. Is this not a form of guidance? We must not overlook the dynamics of group activities which, more than any other technique, provide an environment favorable to sharing attitudes and a respect for others.

Thirdly, records. With the aid of efficient direction most classroom teachers can do a superior job of collecting data, giving tests, and preparing a cumulative folder. All of these give special background and insight. At this level, more than at any other in school life, we find a high parent interest and cooperation. Parent conferences usually go far beyond discussion of academic proficiency. They invariably include home life, attitudes, and

related background. Often at such conferences, the contrast and need between the school life and the home life is indicated and steps are taken to improve either or both for the child. Incidentally, my "pet peeve" in guidance is the teacher who avoids looking at student records for the first month of school in order not to "prejudice herself." This teacher needs special help—help to realize that what we *don't* know about children can hurt them!

Fourth, school activities. Assembly programs, student councils (and the student council idea *can* work at the elementary level) and similar activities provide opportunities for group guidance.

Finally, we must reiterate that direction toward refinement and making greater use of all guidance activities must come through the *school administrator*. Here is the crux of even a limited program. These are some questions that we should ask ourselves: Does the administrator provide a usable record system, testing program (even a limited one) and insure their use? Does he provide as many tools as possible such as texts, resource material and in-service discussions? Does he avoid playing the "clinician" and thereby avoid *creating* problems? Does he consider guidance in the elementary school essential to the developmental adjustment and progress of children?

SUMMARY

1. Elementary school guidance, even though it is not highly centralized, is basic to an articulated program.
2. Techniques depend upon the teacher's constant application.
3. The elementary school is the basis for and, perhaps, the most effective level for "preventative" guidance.
4. Administrators must lend a hand for direction and encouragement in order to improve the basic approaches and to point ways toward the refinement and consistency of techniques.
5. The elementary school can and should reach its guidance goal on the proposition that "every teacher is a guidance person all day, every day."

1960 APGA CONVENTION

"GUIDANCE AT THE CROSSROADS" is the theme of this year's convention being held in Philadelphia, Pennsylvania, April 11-14, 1960. All members of ASCA are urged to make plans now to attend. You are needed to help make ASCA grow.

Pupil Attitudes Toward the Counseling Programs in Eleven Arkansas Public Schools

GEORGE W. HARROD

Counselor Trainer, Southern State College, Magnolia, Arkansas

How the Study Was Made

The opinions of pupils as expressed toward the strengths and limitations of the guidance programs in their schools reflect the attitude of those who have the most to gain by coming in contact with an effective guidance program. This study was designed to determine what the pupils, in secondary schools with counseling programs, believed was the most beneficial to them as pupils and in what areas they should have received greater assistance. A pupil questionnaire consisting of eighteen items was presented to a representative group of pupils and written responses made at the time.¹ The last half of the period was devoted to free discussion of the strengths and weaknesses of the guidance services from the pupil point of view.

Three hundred and sixty pupils from eleven high schools comprised the pupil group for this study. The pupils represented grades seven through twelve with some attempt being made to equalize the representation from each class.

Result of Responses to Fifteen Items of the Pupil Questionnaire

The percentages of responses to the different items of the questionnaire are presented in Table I. *Pupil Response to Items of Questionnaire*. The free responses to the last four items of the questionnaire are summarized at the close of this paper.

Eighty-five percent of the pupils responded positively to the question "Do you have an individual folder in the counselor's office?". Only five percent responded in the negative and ten percent did not know. It is possible that this fifteen percent did have individual folders in the counselor's office but were unaware of their existence.

Eighty percent recalled having filled out individual data sheet for the counselor, while twenty percent either did not know or were positive that they had not done so.

Eighty-eight percent believe the counselor was sincerely interested in them, while only twelve percent did not know or replied "No" to the question.

¹ *Pupil Questionnaire*, O.I.G.S. State Department of Education, Little Rock, Arkansas.

Less than seventy-five percent had developed plans for the future, while twenty-seven percent had not done so.

TABLE I
Pupil Responses to Items of Questionnaire

ITEMS	Percentage of Responses			
	Yes	No	Don't know	Total
1. Do you have an individual folder in the counselor's office?	85	5	10	100
2. Have you filled out personal data sheets for your counselor?	80	15	5	100
3. Have you written an autobiography for your counselor?	61	31	8	100
4. Has your counselor discussed the information in your individual folder with you?	62	11	27	100
5. Have you taken standardized achievement tests? ..	30	26	44	100
6. Do you know where occupational materials and books are located?	50	38	12	100
7. Have you talked two or more times with your counselor about your future plans?	33	22	45	100
8. Have you had your guidance tests explained to you? ..	67	33	0	100
9. Do you believe your counselor is really interested in you?	88	2	10	100
10. Do your parents know they can meet with you and your counselor to discuss your future plans?	55	20	25	100
11. Will your counselor help you find part-time or full-time jobs?	50	6	44	100
12. Has your counselor assisted you in planning your course of study?	33	50	17	100
13. Do you have a plan for the "next step" in school or work?	73	27	0	100
14. Has the counselor helped you to understand your strong points?	59	20	21	100
15. Has the counselor helped you to understand your weak points?	60	20	20	100

Free Discussion by Pupils

The pupils expressed the opinion that the counselor was frank, understanding, and helpful when there was a need for her assistance, and that the counselor was interested in any problem brought to her by the pupils. There was a definite feeling that anything they might tell their counselors would be kept confidential. Only a very few pupils had reservations with respect to what was told their counselor.

It was the opinion of a majority of the pupils that the guidance program assists the individual to better understand himself; to take steps to utilize their assets and to recognize their limitations. The statement was made frequently that the counselor did not have enough time allotted for counseling and that many pupils either did not see the counselor at all or were able to claim only a small amount of her time.

There was a definite feeling that expressed the need for more standardized tests to be administered and that those that were administered should be explained in more detail to the individual pupil. Many pupils felt that the counseling program was not publicized enough at the school, in the community, and among the parents. This deficiency was believed to result in a lack of understanding of the guidance program by the teachers, pupils, and community. Some suggestions for improving this condition were: the institution of guidance activities in the homeroom, school assembly, activity clubs, student government, local newspapers, and radio stations.

Another weakness that was mentioned was the lack of educational and occupational information that was made available to the pupils. In some instances when there existed adequate information of this type the pupils were unaware of its presence. This condition would indicate the need for a study of the whole information service to see how its existence might better be brought to the attention of teachers and pupils. One frequent complaint was that there was a scarcity of information relative to educational and trade opportunities within the state and that many educational institutions within the state were not represented on the College Bulletin shelf.

Some Suggested Improvements

The pupils recommended some specific improvements in the Guidance Program as indicated by the points listed below.

1. More and larger classes in occupational information and in some instances requiring credit in the course to meet graduation requirements.
2. That students in the seventh grade should have more contact with the counselor in order to plan their high school program.
3. Provide detailed explanation of all standardized tests.
4. More information about available jobs should be provided.
5. More time should be provided for the counselor to counsel with the seniors. Many seniors said that they felt confused after such short conferences.
6. All teachers should be better informed about the services available through the guidance program. Many pupils expressed the opinion that some teachers impeded the work of the counselor because of such lack of understanding.

7. More office space provided for the counselor to include precautions for privacy during interviews.
8. The counselor should operate *all* periods of the day. Many pupils stated that when the counselor had other duties it was practically impossible for some pupils to gain time for an interview. When the counselor had free time, the pupil was in class.

Conclusion

The result of this pupil evaluation indicates that the pupils of this study were well informed regarding the services available through their guidance programs. The strengths of the guidance programs were pointed out and the weaknesses of the service were stated with great understanding and maturity. Some very definite recommendations for the improvement of the services were brought forth in the discussion period. It should be emphasized that the strengths and weaknesses stated here are not opinions of adults, but reflections by those who have the most to gain or lose according to the effectiveness of the services available to them.

The three-hundred and sixty students from eleven different secondary schools having re-imbursed guidance programs have placed the responsibility squarely up to those having responsibility for the educational program in our public schools. Some weaknesses as indicated by the figures in Table I are:

1. Lack of use of standardized tests.
2. Number of conferences with the counselor.
3. Lack of vocational and educational planning with the assistance of the counselor.

Job-O-Rama: A Technique in Vocational Guidance

HERBERT S. PARKER

*Coordinator of Guidance, West Islip High School, West Islip, Long Island,
New York*

Between June 1958 and 1959 approximately 1500 high school graduates will be seeking employment in the local labor market. This figures represents 50% of the 1958 and 1959 graduates of ten southwestern Suffolk County high schools.

Through discussions with the New York State Employment Service vocational counselor it soon became evident that opportunities and manpower needs were not adequately communicated to the potential employee. Although the Employment Service representative visits schools, tests,

interviews and registers students, and, though the high school counselors try to orient students to the world of work, it seems that there is still a great need for improved communication between all interested parties.

Recognizing that overburdened counselors are with a pupil-counselor ratio of from 500 to 1 to 800 to 1 does much to make the situation impossible, it was believed that something more should be done for the high school graduate who is planning to enter the labor market upon graduation.

One of the major problems seemed to be the lack of information students and parents have concerning the diversity of employment opportunities. The actual type of preparation employers prefer is another, while projected manpower needs is still another. Therefore, one of the counselor's major concerns was how the information could be presented to students and parents in a realistic manner. The old career-day idea was surveyed and rejected because it did not meet the need in terms of current and projected manpower needs nor did it appeal to the non-college bound student.

Why not gather together under one roof a Job-O-Rama in which local commerce and industry would present their "wares" and discuss their needs.

The idea was proposed to counselors in neighboring high schools and the local New York State Employment Service representatives. All parties felt that such a project would be worthwhile. It was also believed that some sort of efficient and effective group activity was vitally needed to give life to our "occupations" classes. This too would do much for the often neglected student, the one who is "just going to work" upon graduation.

The New York State Employment Service office provided us with a list of firms, employing and interested in employing the high school graduate. This list was surveyed by all the counselors, and firms were added from the local communities if there were indications that such additions would prove of value. The only non-local employers invited to participate were the Federal and State Governments, and the Armed Services. A list of 75 organizations was developed; the smaller local firms were contacted personally by the local high school counselors to make sure that the function and nature of the program was completely understood. The larger firms were contacted by letter. It was emphasized that the program was not designated to recruit employees directly for any of the participating employers, but rather it was the aim of the program to create an awareness of local manpower needs and the many diverse occupational opportunities in the student's "own backyard."

Larger firms were asked to name members of their staff to serve on public relations, publicity and planning committees and though their participation was advisory it made the entire activity one that represented the thinking and planning of school people as well as leaders from local business and industry.

The program was scheduled for a weekday evening and some schools provided bus transportation for students who otherwise wouldn't have been able to attend.

The evening was divided up as follows:

A. *Display*: The local gymnasium was set up in much the same way as an exhibit is during a convention. Each participating firm was allotted a certain amount of space. They were asked to make a visual demonstration that would answer such questions as: Who are you? What do you produce? Where are you located? Number of employees? Entry occupations for high school graduates and opportunities for training and advancement? The display was open from 7:00 P.M. to 10:00 P.M. and even though other activities were planned while the display was open, hundreds of students and parents passed through viewing the exhibits.

B. *General Session*: The evening's program was officially opened by Dr. William Leonard, Professor of Economics at Hofstra College, who spoke briefly on Long Island's occupational outlook.

C. *Conference Periods*: An activity designed to individualize the presentations as much as possible was the conference period. Each firm was provided with a private class room to make a 20 minute presentation concerning the activities and plans for the future as they related to personnel needs. Three such opportunities were provided so that each visitor could visit at least three firms.

One other attempt was made to involve the local community at the program. Each counselor personally invited the committee chairman of the local service organizations who professed interest and concern with the age group.

The expressed feeling of all those participating; students, parents, counselors, New York State Employment Service, local commerce and industry was that the program did much to provide valuable information concerning local vocational opportunities and open the lines of communication between all persons and agencies interested in youth and their assumption of adult civic responsibility. Plans are made to repeat the program next year.

* * * * *

"How About College?"—A Guide for Parents of College-bound Students

As a member of ASCA you have received a copy of our new publication, "How About College?" This will make a useful addition to your library of counseling materials. You are encouraged to acquaint parents of college-bound students with it and have a supply on hand for their purchase. Single copies are \$.25 and additional copies—10 to 24, 25 to 49, and over 50 copies can be obtained at discounts of 15%, 20%, and 25%, respectively. These may be ordered from headquarters of The American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington 9, D. C.

Welcome, New Students*

DOROTHY M. ACCIAI

Counselor, West Deer Township School, Cheswick, Pennsylvania

The timid, frightened expressions on the faces of new enrollees sitting, waiting in the main Administrative Office reveals that the admissions process at a strange school can be an uncertain and even terrifying experience. Because first impressions are indeed lasting and because social acceptance and adaptations generally precede scholastic adjustment it is imperative that transfer students be made welcome in their new school.

It is a policy here, initiated by our principal, that all new students be given home-room and subject assignments by the counselor. Further, background data for cumulative folders is obtained by the Guidance Office for reference and dissemination to concerned faculty members. Thus a new and anxious student, with or without parents, is automatically delivered by the school secretary, the teachers or helpful students to the Guidance Office.

Every effort is made to present a pleasant beginning for the youngster. After a friendly welcome, standard questions are asked. For example: Where did you go to school before? What subjects do you like? Are you living in the township now? and so forth. Answers are recorded initially on 4 x 6 cards. If any transfer papers are available these are collected. Sometimes serious personal or academic problems are evidenced in this interview and an investigation, by telephone or letter, is begun as soon as the pupil has been placed in a class-room.

Assuming however, nothing unusual is revealed in the conference—a schedule is devised based upon the young person's previous schedule and grades. The school bell schedule, calendar, Discipline Regulations and other postulates are mentioned, then handed to the pupil in mimeograph form with the necessary cautions about proper behavior and comments about how "at home" other new students feel after a day or so. Also, it is asked that the boy or girl complete a Personal Data Questionnaire for a guidance folder and return this to the counselor the next day. Finally, the student is given his schedule, a tablet and pencil and assurances that if help of any sort is needed the teachers and students will gladly offer assistance and the guidance office is *always* open and the counselor eager to be of service. With this the counselor and student migrate to the homeroom for a brief meeting with the teacher before journeying on to the proper classroom for an introduction to the subject teacher. It is suggested to the

* A reply to the query for techniques for learning names of pupils asked in the March, 1959 issue of THE SCHOOL COUNSELOR.

teacher that the enrollee be given a "student guide," of the same sex, who is assigned to the same homeroom and who will ride the same school bus. An informal system exists of deploying student officers as "official guides and welcomers." A last word from the counselor reminds the student to return the Personal Data Sheet and to be sure to come to the Guidance Office "if you run into snags or get lost." (Having trouble is not mentioned.)

Occasionally the acquainting session in the privacy of the office points to the existence of critical problems; possibly all failing marks or a letter from a supervisor of a correctional school. If failing marks are recorded a quick telephone call or letter to the withdrawing school is needed to determine why. Suspected academic or mental retardation is reason enough to recall the child that week for testing. Teachers are appraised of these facts via confidential letter and advised as to what may be expected. Should there be evidence of major social maladjustments: stealing; running away from home; violence and the like, the counselor attempts to ascertain through additional investigation how the student is apt to react under school conditions. Depending upon the case, the counselor advises the teachers personally or by letter. It is recommended that if the new student seems very upset or uncontrollable, as related to his previous behavior, he is to be dispatched with a minimum of display for a conference with the counselor. A "cooling off period" offers temporary relief until other approaches for a lasting solution can be found.

These instances are rare; more commonly the enrollee returns the second day with the requested form completed. This is an opportune time for a chat about how things are going and shows whether or not additional checking on the part of the counselor will be in order.

Orientation conferences usually last less than one hour, and depending upon the circumstances can include several children—brothers and sisters. They are certainly sufficiently extended to familiarize the pupil with the school and at least one friend, the counselor. Following the interview, guidance personnel are often better acquainted with these teen-agers than with the masses of seventh graders who arrive from the elementary schools each fall. It is not a complex system—it requires time, an interested counselor, and an administrative agreement that all new students must "clear" through the Guidance office for a welcome to West Deer.

Preparing a Guidance Booklet

Fred Marshall

Counselor, West Junior High School, Downey, California

The student body at West Junior High School, in the newly incorporated city of Downey, California, has made a recent investment in its future. Through the student council of their school the 900 students have allotted money from the 1958-1959 budget to pay for the printing of 2000 copies of a fourteen page illustrated booklet on the guidance program at West. This booklet has been distributed into the home of every student, to guidance departments in leading state and national institutions, and even to parts of Europe. It has proved a helpful aid in giving a picture of the counseling program in a leading American Secondary school.

The tremendous task of publishing this Guidance booklet has been accomplished with the advice of Dr. Gordon Warner, who is an associate Professor in the Division of Education and Psychology at Long Beach State College in Long Beach. He has served as a consultant for the booklet and, in his travels to the Brussels World's Fair last summer, he exhibited it in world-wide education groups. It received favorable attention and many requests have been filled to educators abroad who have wanted to study the plan.

On the cover of the attractive booklet is an informal picture of West Junior High students entering their school hallway.

In the opening pages a map of the entire Los Angeles area is included, a red dot distinguishes Downey. Pictures of the Administrative and Guidance staff are shown throughout the booklet in informal campus shots.

Hanford Rants, Principal; William F. Montgomery, Vice Principal; Viola Weight, Dean of Girls and 7th grade counselor; Paul Olson and Fred Marshall, Grade Counselors; Mary Maloney, School Nurse; and Leonard Schiefelbine, Child Welfare and Attendance Officer.

The Message from the Principal, which is one of the first pages to come to the attention of the reader, gives the basic philosophy of the guidance program of the school. In it he states: "The counseling staff at West is the core of the program and co-ordinates the activities of a staff of truly professional teacher counselors. A high degree of successful guidance is accomplished by effort from all rather than from a few trying to carry an impossible load."

Throughout the booklet are explanations of the proceedings used in reaching the objectives of the counseling program, the health program,

curriculum scheduling, the testing procedure, and the vocational program. Accompanying the explanations are pictures of students and guidance personnel working together. The structure of the booklet is one that would be a real aid to anyone who is interested in setting up a similar program.

As an example of the implicit explanations given, the reader learns that included in the duties of Miss Weight, who is the Dean of Girls and 7th Grade Counselor, she counsels any of the girls in the school about their personal problems, issues any necessary discipline action and is always willing to give helpful advice. As 7th Grade Counselor she registers new students and supervises the counseling and testing of the 7th grade students. Another responsibility Miss Weight has is that of directing and advising student activities such as the Student Council, Citizenship Council, student elections and the Girl's League.

Counseling objectives for the grade counselors to work towards are named in the brochure. Some of them are: to contact each boy and girl at least once during the semester, to carry on a follow-up program, to administer a testing program for new enrollees, and to aid as much as possible in adjusting problems between teacher, pupil, home and school.

Further duties of the grade counselors are to assist the students in proper selection of subjects, improve study habits, to counsel students who are not socially well-adjusted, and to aid the teacher to better understand the pupil. They also direct registration of students for the next year's work.

The plan for the distribution of the booklet to the students in the future is to give one to incoming 7th grade students and to newly enrolled students who have not yet received one. It will be a part of the orientation material for them just as their school handbook is.

Favorable comments from parents and educators have been received since the distribution of this guidance booklet. It has done much to clarify the services of the school personnel engaged in this phase of education. Since it is comparatively new to many of the older generation, the clear explanations have accomplished a great deal towards explaining the real service rendered and the tremendous value to the boys and girls who benefit from it.

It has been called a "strong, effective means of public relations," and "a good means of bringing the community closer to the school". Parents have been particularly pleased to note that the students, themselves, felt it important enough to budget their earned money so that the entire community could learn of the work of their school's staff.

Costs for the illustrated publication have been decreased considerably because of a new machine used in printing. It is called the Roneo Duplicating Machine and was invented and manufactured in England. By the use of it, the printing and the photography can be mimeographed at the same time, thus saving time and expense.

Photography for the brochure was a product of West's photography department with James Van Bibber as the faculty advisor. Frank DiSanto, art instructor, designed the cover.

Upon request and receipt of \$1.00, we will be happy to send five copies of the Guidance Booklet. We regret that we cannot mail fewer than five.

The Counselor's Role in the School's Club Program

Paul W. Fitzgerald*

Coordinator of Guidance, Pinellas County, Clearwater, Florida

Within a school's club program lies a very vital part of the student's school life. In this program the student has a chance to learn, to develop leadership, to work harmoniously with others, to find a better understanding of his strengths and weaknesses, to gain desirable traits that will carry over into his adult life, and to help his fellow man. In what other place could a school counselor better spend many of his after-school hours?

The trend in most of today's schools is for the counselor to be in guidance on a full-time basis rather than do part-time teaching and part-time counseling. There is no doubt of the value of teaching to a school counselor, but the continued pressure of large enrollments in ratio to the small number of counselors per school makes it practical that the counselor be on a full-time basis. With the continued pressure of large enrollment, the counselor loses important group participations and responsibilities and must therefore compensate in some way for this loss. Here lies the importance of the school counselor's role in the school's club program. By taking an active part in this program, he can not only receive much personal satisfaction but also gain the respect of the school faculty, the student body, and the school community.

By assuming the sponsorship of one of the school's many clubs, the counselor starts to improve one of the most important relationships for the guidance person—the relation of the counselor with the school faculty. This relationship with other teachers cannot be over emphasized. The counselor and the way he “fits in” with the total faculty can mean a great deal to the success or failure of a school guidance program. Without the interest and help of each teacher the guidance program will be curtailed because every teacher must serve as a guidance worker if the students are to be able to develop to their fullest potential. Therefore, when the coun-

* Formerly Coordinator of Guidance in Largo High School, Largo, Florida.

selor takes the sponsorship of a club, he finds that it entails a great many of the same types of problems that are faced by the other faculty members. These include: sponsoring dances and other after school activities, attending student conventions, maintaining discipline, organizing and planning student meetings, working with groups, et cetera. When the counselor proves that he is able to handle this responsibility then he will gain and maintain the respect of the faculty because he will in reality become more of an integral part of the school faculty. With the sponsorship of a club, the counselor can carry out many of his recognized guidance duties. With the counselor taking a position in the background, the club can help with the planning, administration, and follow-up of such guidance functions as Career Day and College Day.

An example of the way the club can help with the guidance program places this reasoning on a more firm foundation. This was worked successfully by Largo High School, Largo, Florida. The student members of the club were in charge of the entire assembly program on the College Day. The student council, under the sponsorship of the school counselor, planned the College Day program. They used their own members to direct and preside over the program, and had two of its student leaders give a debate on the values of a small college vs. the values of a large college. Many favorable comments were received from the faculty, the student body and from the college personnel who were the guests of the school for the College Day program. The program was more meaningful, interesting, and inspiring to the student body because the students assumed these leadership roles.

Many of the necessary details involved in the over-all guidance program, like typing, mimeographing, passing out materials, et cetera can be taken over by the student members of the club. These students are the logical hosts and can be assigned the responsibility for the well being of visitors who come into the school to participate in the guidance program. These duties not only bring the students closer to the guidance program but also help them derive a better understanding of its functions. These students will in turn contact other students about the guidance department.

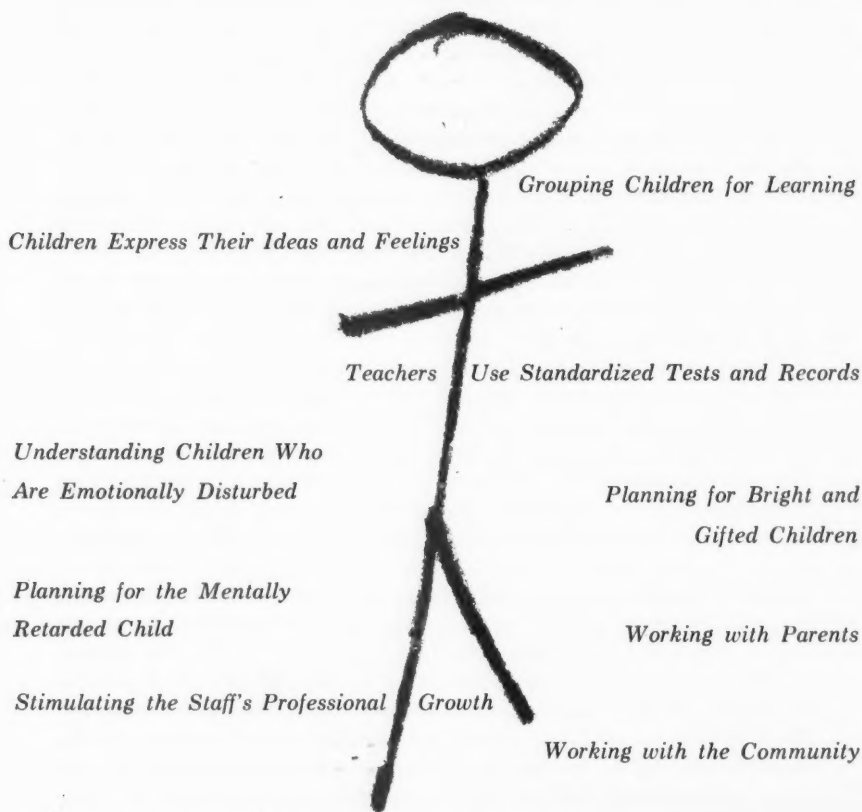
Another very important relationship which the counselor needs to continually try to improve is his relation with the community. This too, can be greatly improved by the counselor's sponsorship of a club. This can best be shown by another example of the Largo High School Student Council, working in cooperation with the town of Largo, in conducting a Student Government Day. This day was set aside, by the city officials, for the members of the student council to assume the various positions of the city government. This activity was reported at length in the May, 1957 issue of the *Florida Educational Associations Journal*. In preparation for this Student Government Day, the students did considerable research on each

job that was offered by the town of Largo. They attended and took an active part in the city council meetings, asking questions of the city council before the Student Government Day and answering questions asked them by the city council after the completion of their Student Government Day in the city government. As a result of their intensive research, interest, and thorough planning, the students did a remarkable job with their Student Government Day. This meant a great deal in the development of good rapport between the school and community. The local and county papers gave the students adequate coverage and, therefore, excellent publicity reached into the homes of most of the students of the school. The counselor-sponsor, although staying in the background, gained many valuable friendships toward the guidance program from the community. Following Student Government Day, the students contributed their research on the various occupations of the town to the school's vocational file. Since this was done by the students, many valuable points of interest were brought out in the research.

Much personal satisfaction comes to a counselor when he works with students on an activity like the Student Government Day. In this and other similar settings he sees how well the students can conduct themselves in their own planning, organizing, and initiating the numerous school activities that come into a full school year. A person cannot help but be proud of being the part of something that gives the young people of today a chance to show that they have ability. All they need is a little encouragement.

Today the public is developing a great deal of concern about our young people and wondering if they are receiving the proper guidance within our schools. This is indeed the way it should be. It is our hope that this interest in guidance will continue to spread throughout our population. Upon the shoulders of today's school counselors rests a tremendous responsibility. Much of this responsibility can be lightened or even eliminated by the counselor's taking the sponsorship of a school club and therefore becoming an active member of the very vital school club program. In this way, the counselor finds his role in the school program and takes the initiative in becoming a more integral part of the school faculty, developing and maintaining the respect and trust of the student body and contributing his valuable services to the development of a better community. To sum up—he becomes a better counselor.

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